

GEORGETOWN HIGH
2500 Anthuan Maybank Drive
Georgetown, South Carolina 29440

GRADES 9-12 High School

ENROLLMENT 1,071 Students

PRINCIPAL Dr. Michael Cafaro 843-546-8516

SUPERINTENDENT Dr. H. Randall Dozier 843-436-7000

BOARD CHAIR Mrs. Charlesann H. Buttone 843-436-7000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	10	3	4	0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Good	N/A
2003	Good	Unsatisfactory	No
2004	Excellent	Excellent	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	72.8	N/A	N/A	71.6	N/A	N/A
Passed 1 subtest	16.3	N/A	N/A	14.8	N/A	N/A
Passed no subtests	10.9	N/A	N/A	13.5	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	97.0%	94.8%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	12.2	9.8
Seniors who met the SAT/ACT requirement	12.2	10.0
Seniors who met the grade point average	49.1	44.0

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	260	175
Number of Diplomas	208	126
Rate	80.0%	73.3%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	197	97.0	222	12.2	260	80.0	YES
Gender							
Male	86	94.2	105	13.3	134	70.9	N/A
Female	111	99.1	117	11.1	126	89.7	N/A
Racial/Ethnic Group							
White	91	96.7	90	23.3	105	81.9	N/A
African-American	106	97.2	131	3.8	154	78.6	
Asian/Pacific Islander	0	N/A	0	N/A	0	N/A	N/A
Hispanic	0	N/A	0	N/A	0	N/A	N/A
American Indian/Alaskan	0	N/A	0	N/A	1	I/S	N/A
Racial/Ethnic Group							
Non disabled	184	97.8	197	13.7	226	86.7	N/A
Disabilities other than speech	13	84.6	25	0.0	34	35.3	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	196	96.9	222	12.2	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	1	I/S	1	I/S	N/A
Non-Limited English Proficient	197	97.0	221	12.2	259	79.9	N/A
Socio-Economic Status							
Subsidized meals	72	97.2	108	3.7	129	75.2	N/A
Full-pay meals	125	96.8	114	20.2	131	84.7	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 33.3%									
All Students	247	98.8	14.3	37.1	29.5	19.0	58.6	YES	YES
Gender									
Male	118	99.2	17.7	39.8	28.3	14.2	50.4	N/A	N/A
Female	129	98.4	11.3	34.7	30.6	23.4	66.1	N/A	N/A
Racial/Ethnic Group									
White	103	99.0	4.1	25.5	35.7	34.7	77.6	YES	YES
African-American	138	98.6	21.6	44.8	26.1	7.5	44.8	YES	YES
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	192	99.5	5.9	36.2	34.6	23.4	69.7	N/A	N/A
Disabled	55	96.4	46.9	40.8	10.2	2.0	16.3	NO	YES
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	247	98.8	14.3	37.1	29.5	19.0	58.6	N/A	N/A
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	242	98.8	14.2	36.6	30.2	19.0	59.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	137	98.5	18.8	47.4	24.1	9.8	43.6	YES	YES
Full-pay meals	110	99.1	8.7	24.0	36.5	30.8	77.9	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	247	98.8	24.1	31.6	29.1	15.2	51.9	YES	YES
Gender									
Male	118	99.2	30.1	27.4	30.1	12.4	49.6	N/A	N/A
Female	129	98.4	18.5	35.5	28.2	17.7	54.0	N/A	N/A
Racial/Ethnic Group									
White	103	99.0	14.3	22.4	35.7	27.6	73.5	YES	YES
African-American	138	98.6	31.3	38.1	24.6	6.0	36.6	YES	YES
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	192	99.5	12.2	33.5	35.6	18.6	63.3	N/A	N/A
Disabled	55	96.4	69.4	24.5	4.1	2.0	8.2	NO	YES
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	247	98.8	24.1	31.6	29.1	15.2	51.9	N/A	N/A
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	242	98.8	23.7	31.5	29.7	15.1	52.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	137	98.5	30.1	37.6	24.8	7.5	37.6	YES	YES
Full-pay meals	110	99.1	16.3	24.0	34.6	25.0	70.2	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
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Students (n= 1,071)

Retention rate	9.5%	Up from 0.2%	9.8%	9.1%
Attendance rate	94.7%	Down from 99.6%	95.9%	96.0%
Eligible for gifted and talented	0.0%	No change	3.6%	5.8%
With disabilities other than speech	20.1%	Up from 18.4%	13.6%	12.7%
Older than usual for grade	12.9%	Up from 10.6%	11.8%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Down from 6.3%	0.9%	1.6%
Enrolled in AP/IB programs	10.7%	Down from 11.2%	10.2%	10.2%
Successful on AP/IB exams	32.8%		36.3%	53.8%
Annual dropout rate	3.0%	Down from 3.3%	2.9%	2.7%
Career/technology students in co-curricular organizations	3.3%	Down from 4.2%	5.7%	3.6%
Enrollment in career/technology center courses	661	Down from 788	361	466
Students participating in worked-based experiences	53.5%	Up from 28.6%	34.4%	25.7%
Career/technology students mastering core competencies	73.2%	Down from 73.4%	73.2%	77.7%
Career/technology completers placed	98.3%	Down from 99.1%	98.3%	99.3%

Teachers (n= 76)

Teachers with advanced degrees	57.9%	Up from 53.6%	50.0%	52.0%
Continuing contract teachers	85.5%	Up from 76.2%	81.0%	82.1%
Highly qualified teachers**	82.9%	N/A	90.7%	89.5%
Teachers with emergency or provisional certificates	8.5%		8.8%	8.6%
Teachers returning from previous year	89.8%	Up from 87.8%	85.2%	86.2%
Teacher attendance rate	95.2%	Up from 95.1%	94.7%	95.3%
Average teacher salary	\$44,514	Up 5.1%	\$40,854	\$41,060
Prof. development days/teacher	11.9 days	Up from 6.1 days	10.6 days	10.6 days

School

Principal's years at school	3.0	Up from 2.0	4.0	3.0
Student-teacher ratio in core subjects	30.4 to 1	Up from 28.1 to 1	26.4 to 1	26.4 to 1
Prime instructional time	89.3%	Down from 93.4%	89.1%	90.0%
Dollars spent per pupil*	\$7,432	Down 2.0%	\$6,594	\$6,310
Percent of expenditures for teacher salaries*	56.4%	Up from 55.2%	58.1%	57.9%
Opportunities in the arts	Good	Down from Excellent	Good	Excellent
Parents attending conferences	99.0%	Up from 41.0%	92.0%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	85.5%	92.0%
Highly qualified teachers in high poverty schools**	94.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Georgetown High School, in cooperation with the home and community, is to provide educational opportunities for lifelong learning and for ethical, productive participation in a democratic society and global community. Like many organizations, the people who teach and learn at Georgetown High School understand that "The road toward progress is always under construction."

The Teaching and Learning System undergird the academic program at Georgetown High School. The goals and objectives for each course in the core curriculum are aligned with the state curriculum. Test results from the SAT, ACT, AP Exams, and the Exit Exam are used to assist the curriculum and instruction leaders of the school to plan strategies to improve student proficiency.

Honors level courses, AP courses, PACE courses, and SAT preparation courses are available to our students. A distance learning center will increase the course offerings for students.

Athletics is also an important part of Georgetown High School. We offer more than fourteen athletic sports with more than thirty teams. The athletes and coaches understand that academics and sportsmanship are at the forefront of each and every program offered at the school. Additionally, a wide array of clubs and organizations provide students with opportunities to become involved in extracurricular activities.

A number of recognition programs such as "Students of the Month," "The Kennel Club" and "The Lunch Bunch" have been established at Georgetown High School. The staff believes that "What we value must be celebrated." Pictures and accomplishments of nominated students are posted in display cases located in the main building and career center lobbies. Through the "Character Education Program" students are encouraged to model exemplary behavior. As a reward, two celebrations are held each year recognizing students who have zero discipline referrals. Student and teacher accomplishments are also recognized through a "Military Academy Appointees" display, a "Teacher of the Year" display, "The Exit Exam Wall of Fame," and "The SAT Wall of Fame" located in the Joe Isaac Student Center.

The staff of Georgetown High School is committed to maintaining a safe environment that is conducive to quality teaching and learning. Our teachers are highly skilled professionals who understand the mission of the school. We will continue to have "A relentless pursuit toward academic proficiency" for all of our students through reflective assessments and best practices.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	72	185	16
Percent satisfied with learning environment	86.1%	58.8%	87.5%
Percent satisfied with social and physical environment	84.3%	75.3%	66.7%
Percent satisfied with home-school relations	62.9%	74.0%	56.3%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.